DOCUMENT RESUME

ED 216 069 UD 022 245

TITLE	Instructional Manual: English/Writing. E.S.E.A. Title One.
INSTITUTION	Phoenix Union High School District, Ariz.
SPONS AGENCY	Office of Elementary and Secondary Education (ED), Washington, DC.
PUB DATE	Aug 81
NOTE	11p.
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	Compensatory Education; *Diagnostic Teaching; *Educational Diagnosis; Educationally Disadvantaged; *English Instruction; Handwriting Instruction; High Schools; Profiles; Program Evaluation; *Program Implementation; *Remedial Programs; Student Evaluation; Student Records; Writing Evaluation; *Writing Instruction; Writing Skills
IDENTIFIERS	Elementary Secondary Education Act Title I; Phoenix Union High School District AZ

ABSTRACT

This manual provides guidelines for implementing the instructional program in English/writing prescribed for the Basic Skills Project of the Phoenix, Arizona, Union High School District. The project supplements instructional efforts for students whose basic skills in reading, English/writing, and mathematics are in greatest need of improvement. The instructional program uses an individual diagnostic/prescriptive approach, and the manual describes the process of diagnosing student strengths and weaknesses through the preparation of diagnostic profiles and student folders. The following components of instruction and their implications for Title I classes are discussed: educational goals and objectives, instructional materials, activities, instructional diagnosis, learning time, evaluation, and time spent on a task. Also discussed are the maintenance of student records, the use of instructional aides, the conduct of Parent Advisory Council meetings and other staff/inservice meetings, and monitoring procedures. The manual includes the Basic Writing Skills Record, a form designed to provide data on a student's achievement in basic spelling and English skills, diagnostic information, and a record of student progress on specific writing skills. (MJL)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

phoenix union high school district

ED216069

UD 022 245

INSTRUCTIONAL MANUAL
e.s.e.a. title one

ENGLISH/WRITING

August, 1981

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Carol A. Norris
Phoenix Union High School Dist 210

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

TITLE I INSTRUCTIONAL PROGRAM

Introduction to Instructional Program

The purpose of the E.S.E.A. Title I Basic Skills Project in the Phoenix Union High School District is to use federal funds to supplement district funds at eligible schools in an extensive effort to help those students whose basic skill proficiency is in greatest need of improvement. The project consists of three phases:

1. Identification of target students
2. Diagnostic/prescriptive instruction
3. Evaluation of program benefits for students

For the clinician, phase two diagnostic/prescriptive instruction is the primary responsibility. Diagnosis, both initially and ongoing, is the key to a successful program. Prescriptive instruction, obviously, is based on an accurate diagnosis. It is recognized that this form of instruction is considerably more demanding than regular instruction; therefore, Title I classloads are small, instructional aides are employed to further cut the "pupil/teacher" ratio, and additional funds are set aside for instructional materials.

These factors (i.e., smaller classloads, aide, materials, accurate and ongoing diagnosis, and prescriptive teaching) are most important for academic growth for the Title I student.

Diagnosis

The clinician's first task will be the diagnosis of student strengths and weaknesses in reading, English/ writing, or math. The district tests (i.e., the MRPA, M^2PT, and WST) will identify some of the strengths and weaknesses; however, the clinician will be expected to go beyond these instruments for the development of a complete diagnostic profile.

Diagnostic Profile

Each clinician will prepare a diagnostic profile for each student. The profile will contain information about which subskills the student has acquired and those needing more work.

The Math clinician will use the same profile as used in 1980-81. The English/writing clinician will use the Basic Writing skills record. The Reading clinician will use the H.I.L.S. student folder.

Diagnostic profiles must be kept updated.

Student Folders

Organization is the key to individualized instruction; after an initial diagnosis has been completed in the form of a diagnostic profile and a prescription has been developed, the clinician must organize student folders.

The primary purpose of the student folder is to retain, in one place, a record of student progress in the clinician's class. The student's folder will contain the following:

1. An assignment sheet

2. Assignments

The diagnostic profile is maintained so that the clinician can use it as a reference point for the development of assignments The assignment sheet is kept in the folder to show the student both the progress that has been accomplished toward the goals on the diagnostic profile and the task which remains to assure the goals will be attained. Assignments are contained in the folder to verify that the assignments have been completed. Accurate student folder maintenance on the part of the clinician will facilitate the following:

1. A "tracking" system for students, parents, clinicians, and others which reveals student progress toward the goals stated in the diagnostic profile.

2. Data which can be used to diagnose the student's current learning needs.

As the school year moves on, the student's folder could become unmanageable in size. It is recommended that student assignments be pulled out and retained in a separate folder. How and when the student's folders are purged is at the clinician's discretion. All significant assignments should be retained for the school year. Assignments could be pulled from folders upon completion of an instructional unit. English clinicians will retain evidence (student papers) of skills passed as required by district policy.

Instruction

The clinician's primary task is to help students become more proficient in basic skills. Upon diagnosis, the clinician will discover the strengths and weaknesses of each student in the class. Obviously, it is unlikely that any two students will demonstrate an identical pattern of strengths and weaknesses; therefore, instruction will be individualized some of the time. When several students within a class do have identical needs, or when the clinician determines a general review of specific concepts is needed, small group instruction may be used.

The process of instruction can be divided into several components, some of which are curriculum centered while others are student centered. Some of the key components are identified below:

Curriculum Centered	Student Centered
Educational Goals	Affective Behavior
Educational Objectives	Learning Styles
Instructional Diagnosis	Attention Span
Instructional Materials	Socio-Economic Background
Activities	Previous Experiences
Learning Time	Enrichment Activities
Evaluation	Interpersonal Skills
Time on Task	

In traditional group instruction each of the elements under the heading "Curriculum Centered" are held relatively constant for all members of the class.

Individualized instruction is instruction whereby at least one of the curriculum-centered components becomes a variable in order to meet individual student needs. The degree of effectiveness of individualized instruction is dependent upon the number of curriculum-centered components which are allowed to become variables.

The student-centered components are modified primarily by the effects of the curriculum-centered components, as utilized by the clinician. The curriculum centered components are defined as follows:

EDUCATIONAL GOALS:	Statements of ultimate behavior desired for each individual student as defined by the school district.
EDUCATIONAL OBJECTIVES	Specific measurable activities, usually in written format, which lead to the attainment of an educational goal.
INSTRUCTIONAL MATERIALS:	Teacher made or commercially prepared products used to assist students attain educational objectives.
ACTIVITIES:	Processes which are assigned an individual student to attain an educational objective.
INSTRUCTIONAL DIAGNOSIS:	The process of determining a student's academic strengths and weaknesses, learning needs, as well as affective behavior with respect to a set of educational objectives.
LEARNING TIME:	The time period required by a student to attain an instructional objective.
EVALUATION:	The measure of a students' growth as defined by a set of instructional objectives.
TIME ON TASK:	The percent of time per class period a student is involved with a learning task.

One of the major tasks in the Title I instructional program is to define each curriculum component with respect to each subject area. The ultimate goal of this process is to improve individualized instruction in Title I classes.

Title I Instructional Program

The purpose of this section is to define the instructional program in Title I in relation to the curriculum centered components for each subject area. Those components which are incomplete will be prioritized for further development/completion during the next two years.

EDUCATIONAL OBJECTIVES:

As defined in the district's curriculum guides for General Math, Modern Reading Techniques, and English WE.

Implications for Title I Classes

Each Title I student should be diagnosed on each objective within each unit. Those objectives in which a student demonstrates proficiency on a diagnostic procedure should be given less emphasis when prescribing for remedial instruction; where the diagnostic procedure indicates remediation is required, more emphasis should be placed in the prescription.

INSTRUCTIONAL DIAGNOSIS:

A diagnostic procedure should be prepared for each educational objective. If the procedure is an actual test then there should be at least four questions for each sub-objective.

Implications for Title I Classes

If a student demonstrates proficiency on all sub-skills, then the next objective should be diagnosed. Prescriptive instruction begins where diagnosis indicates need.

INSTRUCTIONAL MATERIALS:

Instructional materials for each objective should be purchased, if needed, and catalogued. Materials should encompass drill and applications. Materials should meet the needs of different learning modes, i.e. visual, auditory, tactile.

Implications for Title I Classes

As a result of diagnosis, materials prescribed for a Title I student should meet the following needs:

level of learning	drill vs application
learning style	independent vs group

ACTIVITIES:

Numerous and diverse activities need to be planned for each objective since Title I students will normally need more learning experiences to accomplish mastery of the objective. Activities should incorporate the materials available. The activities constitute the prescription available to the individual student.

Implications for Title I Classes

As a result of diagnosis, a clinician can direct the student to those activities most appropriate for the learning style, level of difficulty, drill vs application, and learning environment.

TIME ON TASK:

The amount of time during a class period that a student actively spends on instructional activities as opposed to non-instructional tasks (such as waiting to talk with a teacher, collecting papers, etc.)

Implications for Title I Classes

The time-on-task in any period should be maximized through effective classroom management procedures.

LEARNING TIME:

Generally, slow learning students will require more instructional time and more variety of practice experiences than other students. Sufficient time with appropriate and varied activities will need to be provided for students to attain an objective.

Implications for Title I Classes

All Title I students in a class normally do not learn at the same rate. Class time for instruction and practice purposes must become a variable to meet the needs of each student.

EVALUATION OF STUDENT WHEN ON A UNIT:

Several alternate forms of a post-test, where appropriate, parallel to the pre-test need to be developed for evaluation purposes.

Implications for Title I Classes

If a Title I student passes each objective within a unit on the post-tests, alternate tests can be used for maintenance of effort. If a Title I student fails the posttest, an alternate test can be used after additional instruction.

Student Records

Student records, that is, test scores, classwork and homework, attendance, grades, etc., will be maintained by each clinician. The clinician's record book is the official record for the district.

Instructional Aide Inservice

Generally, each Title I class will be staffed with a clinician and an instructional aide. It is imperative that these two adults work as a team in the process of helping students overcome basic skill weaknesses. The aide has been employed to assist the clinician in instructing students five periods a day and to do clerical work one period. Any deviation from this work pattern needs to be cleared with the facilitator and Title I Supervisor. It is not the design or intent of the program to use the aide only to correct papers and maintain records; aides should be involved in instructing students. The clinician's responsibilities for the instructional aide are:

1. Prepare a list of assigned tasks for the instructional aide. Include both instructional and non-instructional tasks.

2. Provide appropriate inservice to the aide as needed to ensure each task is accomplished competently.

Attendance at PAC Meetings

Parental involvement in the educational process of their children is very important. The Title I law requires that a "Parent Advisory Council" be established at each Title I project school and at the district level. The purpose of the PAC is to encourage parents to become involved with the schools. Clinicians are required to attend school PAC meetings which are held during the normal workday when the meetings are not in conflict with a teaching period. This is the clinician's opportunity to help the parent understand what is happening in the classroom.

Inservice and Other Meetings

Special inservice sessions and staff meetings will be conducted during school hours. Clinicians and instructional aides are expected to attend when not conflicting with class time.

BASIC WRITING SKILLS RECORD

Name_____ Student Number_____

Teacher_____ Period_____ Date_____

BASIC SKILLS ACHIEVEMENT

CAT Test Results

Spelling _____

English Mechanics _____

English Expression _____

DIAGNOSTIC INFORMATION

Strengths:_____

_____

_____

_____

_____

_____

_____

Weaknesses:_____

_____

_____

_____

_____

_____

_____

BASIC WRITING SKILLS RECORD

OBJ. NO.	SKILL	DATE ACHIEVED
1.	Legible Handwriting	
2.	Capitalization	
3.	Punctuation	
4.	Sentence Construction	
5.	Paragraph Development	
6.	Spelling	
7.	Grammar and Usage	
8.	Proofreading	
	WRITING TASKS	
9.	Notetaking from Oral Presentation	
10.	Summary from Reading	
11.	Report from Observation	
12.	Resource Report	
13.	Response to Essay Question	
14.	Step-by-Step Directions	
15.	Multi-Paragraph Theme	
16.	Take Message for Another	
17.	Friendly Letter or Social Note	
18.	Address Envelope	
19.	Complete Blank Forms	
20.	Business Letter of Complaint	

CERTIFYING TEACHERS

_____

_____

_____

8/11/78
Rev. 9/19/79

INTERNAL MONITORING

Definition/Internal Monitoring

Internal monitoring is the process of verifying that the Title I program is being implemented as stated in the approved application and according to federal and state Title I Regulations. Internal monitors may include the Title I monitor, other district and Title I staff, and parents. Internal monitoring is required by Title I regulations. During the 1981-82 school year, internal monitoring will concentrate on the instructional program as defined in the Title I Instructional Program (4.0 in this manual).

Internal Monitoring Schedule

The District Title I Monitor and/or staff will conduct monitoring visits to each district Title I site and to each N&D site during the school year.

Monitoring Reports

The Monitor will prepare written reports for each Title I site, summarizing the site's progress toward the completion of the activities as described in the approved application. These reports will be submitted to the superintendent, site principal, Title I supervisor, state department of education, and others as needed.

The District Title I Monitor will write special reports when necessary to document those areas where school's programs are found to be in noncompliance with the approved application. These reports will document the nature of the non-compliance, recommendations for correction, and the action taken to correct the problem. The reports will be reviewed by the Title I Supervisor. Upon completion, the reports will be sent to the superintendent, curriculum director, federal programs director, and the school principal. The special report will also be incorporated into the regular report outlined above.

EXTERNAL MONITORING AND AUDITS

Maintenance of Title I Records

A school district must maintain Title I records for at least five years. Records must be maintained in an orderly filing system for easy retrieval. The local site is responsible for maintaining the following records:

1. Test data used to identify Title I eligible students
2. Copies of the computer class roll sheets of Title I and district teachers
3. Inventory list of Title I equipment located at site
4. PAC membership and participation
5. Agendas and minutes of PAC, staff, and inservice meetings

The district Title I office is responsible for maintaining all other records.

External Monitoring

An on-site monitoring visit by the Title I staff of the state department of education will occur annually. The monitoring report will cite areas of compliance and noncompliance. The areas to be reviewed include:

1. Needs Assessment
2. Financial Records
3. Target School Selection
4. Target Student Selection
5. Comparability
6. Parent Advisory Councils
7. Equipment
8. Materials and Supplies
9. Dissemination of Information
10. Non-public School Participation
11. Evaluation
12. Internal Monitoring
13. Inservice Training
14. Staff Assignments
15. Supportive Services

The on-site monitoring is always scheduled in advance.

Audit

The district's Title I project is audited annually by an external auditor hired by the Board of Education. The areas to be considered are listed above.